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ABSTRACT

Press extracts report educational developments in Europe from July to October 1971. References are made to Austrian curriculum reform; subsidies for Belgian community education; reform of the elementary and lower-secondary schools, and the establishment of compulsory sex education in primary schools in Denmark; language teaching in French nursery and primary schools; the French education budget; an expert commission on the French teaching profession; German educational plans and budget, higher education building program, and the expansion of Telekolleg to provide more televised education courses; university status for the Iceland teacher training college; drug abuse in Ireland; a new five year plan for Italian education; full-time and part-time compulsory education in the Netherlands; Swiss comprehensive education; immigrant education in Sweden and the United Kingdom; educational resolutions of political parties in the United Kingdom; and teacher training in Scotland. A speech proposing a European center for educational studies is summarized. Belgian, French, Swiss, and Italian reports are in French; the remainder, in English. (AL)

NEWS-LETTER
FAITS NOUVEAUX

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Strasbourg

EDUCATION IN THE YEAR 2000

The findings of a major research project carried out under the chairmanship of Professor T. HUSÉN at the Stockholm Institute of Education and financed by the National Board of Education, have just been published in Sweden under the title "Utbildning år 2000" (Education in the year 2000.- Bonniers, Stockholm, 240 p., paperback). An English edition is in preparation.

Although the authors say that their work is not meant as a formal blue-print for tomorrow's school system, they hope that the arguments and ideas put forward will form a suitable basis for long-term planning and dynamic development and also be of value to the teaching profession, pupils, students and parents. "If we want to plan for the turn of the millennium, we must begin now", they advise.

The greatest advance in the coming decade is expected to take place in the evolution of recurrent education, in which schooling is not confined to childhood and adolescence, but is spread over the entire gainful life-span in order to keep pace with the knowledge explosion and in order to train for new jobs or skills. That would, no doubt, reduce the importance of conventional school-leaving examinations since educational qualifications could be built up step by step as required.

Another important change that Professor HUSÉN and his associates would like to see is that children in Sweden should begin their schooling two years earlier at five instead of the present seven. The late start was all right in an agricultural society of the past, but it is quite out of date in this day and age when boys and girls mature quicker and easy transport is available for everyone.

As regards the higher education of the future, its first stage should be of two-year duration and take place in colleges, some of which would serve specialised fields or professions. Those young men and women who wish to study more should come back after a few years in employment and attend graduate schools, devoted primarily to research and training scientists. The authors find little sympathy for mammoth universities with hardly any contact between students, staff and local community.

37"313"(4) The Times Educational Supplement, 1-X-1971

CENTRE EUROPEEN DE REFLEXION ET D'INITIATIVE DANS LE DOMAINE DE L'EDUCATION

Le Ministre français de l'Education nationale, M. Olivier GUICHARD, a prononcé un discours le 15 octobre à Fribourg-en-Brisgau lors de sa participation à la 148ème session plénière des Ministres de l'Education des Länder de la République fédérale. Nous en avons retenu les extraits suivants :

Nos cultures sont en état de crise, et si la politique peut agir sur cette crise, c'est surtout au niveau de l'enseignement; d'autre part, tant les problèmes d'enseignement que la crise de culture comportent des solutions qui sont au niveau de l'Europe et non d'une ou de deux nations.

Aussi mon souhait - et mon action depuis deux ans - est-il que l'Europe se dote d'un Centre de réflexion et d'initiative dans le domaine de l'éducation : je suis persuadé que toute politique de coopération culturelle passe par là.

Il n'est pas trop malaisé de caractériser la crise culturelle que nous vivons. C'est une crise des valeurs, le résultat d'une discordance entre des valeurs définies et transmises par notre héritage culturel, et des valeurs imposées par la vie de notre temps; quatre faits dominent cette vie : la ville, la machine, le travail collectif et l'argent, quatre faits que notre culture refuse et continue de refuser, l'histoire de notre culture n'étant guère depuis 200 ans que l'évolution de ce refus, du refus romantique au refus hippy, cependant que l'histoire de notre société est celle de la pression croissante et désormais absolue de ces quatre faits sur nos vies.

Si la culture doit être dans ces conditions autre chose qu'un sauvetage personnel, si elle doit retrouver sa dimension sociale, il est urgent que nous retrouvions ensemble le moyen d'être en accord avec nous-mêmes, et, comme aimait à dire le Général de Gaulle, "d'épouser notre temps".

Une communauté de destin

Si le problème de notre culture est d'intégrer les valeurs d'un univers technicisé et collectivisé aux valeurs de l'humanisme, vous voyez combien seront décisifs les choix que nous ferons par exemple dans le domaine des structures et de l'articulation de la formation technologique sur la formation générale : les pays d'Europe ont à cet égard des traditions diverses. Ce sont autant d'expériences qu'il serait bon de confronter, pour en dégager en commun les solutions les meilleures.

Enfin, donner un éclairage européen à cette réflexion doit nous permettre de mieux discerner les perspectives et les solutions. En matière de culture, l'Europe ne peut renoncer à proposer un modèle. Elle constate que les deux sociétés qui se sont lancées sans réserve dans l'aventure technicienne et en proposent des modèles aussi contraires que la société américaine et la société soviétique, débouchent aujourd'hui sur l'incertitude. C'est la chance de

l'Europe d'avoir été moins vite, d'avoir mieux sauvegardé les ressources de l'héritage humaniste. Si elle peut tenir à la fois les deux bouts de la chaîne, elle saura donner un visage humain à la société technicienne, et y assurer l'épanouissement autant que la prospérité.

Ainsi Culture, Education et Europe sont-elles intégralement liées; nous venons de le constater à partir des problèmes de notre culture. Mais on peut le constater aussi à partir des problèmes spécifiques de l'éducation et de la construction européenne. Je voudrais le montrer brièvement.

L'éducation a connu dans tous nos pays un développement si impressionnant que les orientations choisies mettent nécessairement en cause les équilibres sociaux, économiques et culturels. Par sa masse et par sa fragilité nouvelles, l'institution scolaire et universitaire tient une place décisive, non pas seulement pour la préparation de l'avenir mais pour le visage du présent. Il dépendra des choix qui sont faits chaque jour par les gouvernements dans le domaine du développement, de l'adaptation et des structures de l'éducation, que chaque pays d'Europe trouve son équilibre, et que ces équilibres convergent vers l'unité.

Nous reconnaissons chacun de notre côté que l'avenir national passe par le développement de l'éducation et par la résolution des crises que ce développement suscite : il nous reste à en tirer la conséquence au plan européen. Si l'Europe est bien devenue une communauté de destin pour les nations qui la composent, ce destin commun se jouera en grande partie sur ce que nous aurons ou n'aurons pas fait en matière d'éducation et de culture.

Et puis, si l'idée d'Europe a quelque avenir, elle repose pour une large part dans la jeunesse. Continuerons-nous longtemps de lui présenter le seul visage d'une Europe de la production et de la consommation ? Quand saurons-nous lui dire que l'Europe est aussi l'affirmation d'une civilisation ?

Devant cette exigence de coopération, si claire et si urgente, que peuvent faire les gouvernements ? Peuvent-ils moins faire que de s'organiser pour s'informer mutuellement, pour concerter leurs études, pour multiplier les échanges, enfin, si possible, pour agir ensemble sur des programmes communs ?

Un instrument pour s'informer, pour réfléchir, pour agir

C'est pour leur donner l'occasion et le moyen que j'ai proposé il y a deux ans à La Haye la création d'un Centre européen de développement de l'éducation.

L'accueil qu'a paru recevoir ce projet m'a donné l'impression qu'il correspondait à un besoin. Pourtant depuis, rien n'a été fait et j'ai le sentiment que les obstacles sont nombreux et puissants. Les prémices de mon raisonnement seraient-elles fausses ? Les difficultés proviennent-elles de l'institution que j'ai proposée, de la structure et des objectifs que je lui ai assignés ou du cadre institutionnel dans lequel il pourrait trouver sa place ? Je suis en quête de réponses à ces questions, parce qu'il faut savoir si oui ou non nous autres Européens voulons vraiment construire une Europe de l'éducation, et comment.

Je vais donc rappeler une nouvelle fois les caractéristiques essentielles de ce projet.

Je voudrais d'abord redire combien, à mes yeux, il est essentiel de s'accorder d'abord sur la nécessité de cette institution.

En matière d'éducation, ce qui manque aux pays d'Europe, c'est l'occasion et le moyen de la concertation. Dans ce domaine, l'instrument est primordial. Les tâches qui lui seraient assignées sont en effet considérables et supposent la permanence des hommes et l'importance des moyens. Il faut cet instrument pour s'informer, pour réfléchir, pour agir.

S'informer d'abord, et aider les gouvernements à être informés de la situation et de l'évolution de l'enseignement dans les divers pays. Il faudra que ce Centre puisse prendre connaissance de la réalité, grâce à ses relations avec les administrations nationales et, avec les institutions d'enseignement, qu'il puisse analyser la situation en matière de diplômes pour proposer des méthodes de reconnaissance mutuelle, ou encore recenser les obstacles aux échanges.

Réfléchir, car il reviendra au Centre de nous proposer - de proposer aux Etats responsables - des objectifs en matière d'harmonisation de nos systèmes éducatifs, en matière de spécialisation, en matière de diplômes.

Agir enfin car, dans mon esprit, le Centre devrait exécuter les décisions prises par les gouvernements, c'est-à-dire, notamment, faciliter ou organiser les échanges. De même, devrait-il être en mesure de réaliser les programmes communs qui auraient pu être mis au point dans le domaine du matériel de l'enseignement.

Autrement dit, le Centre doit réunir une équipe permanente d'hommes, organisée dans une structure souple. Souple puisqu'il faudra, tout en réfléchissant à l'harmonisation de l'enseignement, respecter les spécificités nationales. C'est assez dire combien les relations avec les pouvoirs politiques responsables des pays membres devront être étroites,nombreuses et confiantes. C'est aussi la raison pour laquelle le Centre doit être, à mon sens, composé de représentants des Etats et avoir un statut juridique particulier.

Une institution sui generis

Voici deux ans, j'ai évoqué le cadre du Marché Commun. Pourquoi ? Et bien d'abord, sans aucun doute, par habitude. Et si l'habitude a une force, pourquoi ne pas s'en servir ? Les solidarités qui ont été créées par notre action commune entre nos six Etats forment un capital qui peut être exploité; et d'ailleurs ces solidarités ont besoin d'être complétées et approfondies. Mais cela ne signifie pas pour autant que j'ai pensé au Traité de Rome, à ses mécanismes juridiques. De même je n'ai pas dit qu'il fallait limiter aux Six la communauté éducative que nous pouvons et devons réaliser. En un mot, s'il me paraît clair que la dimension éducative doit s'imposer aux Six, je pense qu'il faut situer l'institution à créer dans un cadre original et qu'il faut éviter, surtout aujourd'hui, de la fermer aux apports extérieurs.

Mais pour autant le Centre ne doit pas rester isolé des institutions de la C.E.E. puisque, a priori, il devra en constituer la dimension éducative. Plusieurs des tâches qu'il lui reviendra d'analyser sont, pour leur réalisation, de la compétence du Traité de Rome. Si le Centre peut faire avancer l'idée de reconnaissance mutuelle des diplômes, la traduction juridique de cette reconnaissance, c'est-à-dire le droit d'établissement, est du domaine de la

C.E.E. De même, la suppression de certains des obstacles aux échanges d'enseignants et d'enseignés, est probablement de la compétence du Traité. Enfin, il me paraît évident que le Centre devrait être en mesure, au moyen d'accords ou de conventions, d'utiliser le matériel communautaire nécessaire à ses travaux et d'échanger constamment des informations avec la C.E.E.

Sans doute, dans ces conditions, le problème du cadre juridique de ce Centre est-il complexe. Je ne pense pas, en effet, que l'on puisse étendre par convention ou autrement le Traité de Rome à l'Education.

Le Centre devrait dans mon esprit constituer une institution sui generis, dirigée par les Ministres de l'Education nationale, et composée, selon des modalités qui seront, bien entendu, l'objet même de nos négociations, d'un organe exécutif où se réuniraient des personnalités désignées par les Gouvernements et qui pourraient s'adjoindre les collaborateurs qui lui apparaîtraient nécessaires.

001.83(4) Service de presse du Ministère de l'Education nationale

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PART TWO/DEUXIEME PARTIE

AUSTRIA : REFORM OF STUDIES IN HUMANITIES, ARTS AND SCIENCE

On 1 September 1971, the Federal Act of 30 June 1971 on the studies in humanities, arts and science came into force. It concerns two different types of studies : those of future secondary teachers which hitherto had been concluded by a state examination and, as a rule, with a doctoral thesis, and those studies in the philosophical and science faculties for which no other conclusion but the doctoral thesis existed. From now on these studies will have to follow a strictly prescribed course which foresees the following two stages : diploma studies of a professional orientation and, eventually, studies for the doctoral examination.

During his diploma studies the student takes a major subject and a prescribed combination of supplementary subjects. This combination may, however, be modified with the approval of the academic authorities. There are 44 subjects listed in the Act, ranging from philosophy, philology and science to all the arts. All diploma studies comprise a first stage of basic courses and a second stage of greater specialisation, both to be concluded by an examination. All candidates have, furthermore, to write a diploma thesis. The duration of studies is prescribed :eight to ten semesters according to the combination of subjects and nine semesters for students training to become secondary teachers. On successful completion of the diploma studies the master's degree is conferred (Magister philosophiae, Magister rerum naturalium, Magister pharmaciae, Magister artium, as the case may be).

The doctoral studies, which can only be undertaken after the master's degree has been acquired, will last two to four semesters. The candidate has to write a doctoral thesis and to sit on oral examination, to obtain the degree.

The initial training courses for secondary teachers comprise a first stage of four and a second stage of five semesters. Each student has, in the second stage, to teach for 3 months at a school and has to attend seminars on the didactics of his subjects. Pedagogics is part of the studies and of the final examination. The state examination for secondary teachers is replaced by a university examination.

For interpreters there is a shorter course of 3 years duration leading to a certificate.

The Act stipulates that study commissions have to be set up by all faculties concerned. The commissions will have an equal number of members, with at least two representing the professors on the one hand and two representing the assistants and students on the other. Their term of office will be two years. The task of the commissions will be to work out the detailed study programmes and to make recommendations concerning the lectures, seminars, and examinations.

All present or former secondary teachers, whether at school, at a university or in another profession, who have passed the former state examination before the new Act came into force, are entitled to apply for the master's degree which will be conferred on them by deed.

This Act follows on the Acts concerning the studies of engineering and technology. Further Acts on the studies in medicine, law and divinity are in preparation. It is hoped to conclude the study reform legislation in the course of next year.

37.014.3:378(436)

Informationsdienst für Bildungspolitik und Forschung, 15-X-1971; v.M.

BELGIQUE : EDUCATION PERMANENTE ET CLUBS DE JEUNES

Deux importants arrêtés royaux ont paru récemment : l'un établit les conditions d'agrément et d'octroi de subventions aux organisations d'éducation permanente; l'autre fixe les critères d'octroi de subventions aux organisations de jeunesse.

Pour être reconnue comme organisation d'éducation permanente, il faut désormais répondre aux critères suivants :

- être une association privée, donc volontaire;
- avoir, pour tâche, l'animation, la formation et la diffusion culturelle au bénéfice des adultes dans tous les domaines (politique, philosophique, social, moral, civique, artistique, scientifique, etc.);
- être au service de leurs adhérents. Les mouvements doivent, en outre, se soumettre à certaines conditions d'organisation et de représentativité, donner l'assurance de disposer d'un secrétariat permanent minimum, avoir un rayonnement et présenter un minimum de huit activités ou manifestations par an.

L'arrêté garantit à présent une subvention minimum. Ainsi, une organisation nationale obtient un subside au moins égal à 30 % de ses "dépenses admissibles", et une organisation régionale ou locale 15 %. Les maxima sont de 60 % pour les nationales et 30 % pour les régionales.

Actuellement, le Ministère de la Culture subventionne plus de 600 organisations. Pour accorder ces subsides, le Ministère de la Culture dispose d'un budget annuel de 45 millions.

Le second arrêté intéresse plus spécialement les mouvements de jeunesse. C'est la première fois dans leur histoire que les organisations de jeunesse bénéficieront de dispositions légales accroissant l'intervention de l'Etat en leur faveur, tout en respectant l'indépendance indispensable de celles-ci. Les jeunes avaient notamment réclamé : l'octroi de subventions aux seules organisations nationales; des subventions à la formation des cadres; la décomposition des subventions en deux parties : l'une fixe, l'autre variable; l'indexation des subsides; la prise en charge d'un pourcentage des dépenses de l'organisation; la création d'une commission paritaire mixte d'arbitrage.

Tous ces voeux ont été rencontrés, à l'exception du point relatif au pourcentage. A l'heure actuelle les subsides se situent à 13 millions pour une centaine d'organisations. Ils se situeront à l'avenir entre 25 et 30 millions pour l'ensemble des organisations de jeunesse francophone.

374.31(493) Le Soir, 22-IX-1971; J.J.

DENMARK : REFORM OF BASIC SCHOOLING

The Curriculum Board of the primary and lower secondary schools (folkeskolen) has recently published a Memorandum (Notat om et grundlag for gennemførelse af en reform af de grundloeggende skolenddannelser) indicating some of the main problems and measures of reform of basic education. This Memorandum stems from the Resolution of May 1969 by which Parliament urged the Government to prepare the necessary legislation on the basis of the Resolution, which sometimes is referred to as the nine-point programme, for a continuous development of basic, i.e. primary and lower secondary, education.

The nine points of the Resolution are as follows :

- The basic school (folkeskole) should be organised as a 10-year general school without specific vocational aims, comprising a 9-year basic school and a supplementary tenth year. The present curriculum, time-tables and regulations for the completion of schooling should be the subject of an objective examination and revision.
- Instruction in the 8th and 9th school years should comprise certain core subjects, and in addition a number of wholly or partially optional subjects in order that schooling and the leaving examination may be differentiated according to the individual interests and abilities of the pupils. To promote the development of new educational methods, further school experiments, in particular comprehensive courses, should be organised. Possibilities for teachers to co-ordinate their teaching of different subjects should be improved.
- At the end of the 9th school year pupils should be given the opportunity of continuing their education in the 10th year in the basic school, or in a similar type of school, or of commencing a broad type of vocational training. Transfer to the upper secondary school should, as hitherto, take place after the termination of the 9th school year.

- Accordingly, by 1975, all children should in effect be offered 10 years of continuous schooling.
- An endeavour should be made to develop the education of handicapped children in such a way that they be taught in an ordinary school environment, if the parents so wish, and if the situation is such that the parents are in a position to care for the children at home.
- The possibilities for schools to aid pupils with behavioural problems, or who suffer from psychiatric disorders, should be enhanced by means of the development of observation programmes, school psychological counselling and extended co-operation with the welfare services.
- Co-operation between home and school should be encouraged, not merely for the purpose of furthering the general well-being of the pupils at school, and the mutual understanding between parents and teachers, but also with the aim of improving educational guidance and counselling in respect of educational options open to the pupils.
- As from 1972/73 the 8th school year should be made obligatory, and the 9th year from 1973/74. Pupils may satisfy the attendance requirements of such compulsory education through attendance at the basic school (folkeskole), continuation schools and other types of youth schools in the public or free education sector. All these school types will form part of the 9-year basic schooling programme. There should also be an opportunity to interrupt school attendance for one year after the 7th year, for the purpose of gaining experience in employment or in other types of instructive occupation. The obligation of 9 years of compulsory education is thus complied with in a period of ten years.
- Rules governing the commencement of school attendance should be made more flexible in order that the individual development of children and the wishes of parents may be taken into consideration to a greater extent than has hitherto been possible.

The Memorandum issued by the Curriculum Board is concerned in the first instance with the organisational framework for the basic school. Defining the structure of this framework is considered by the Board to be a prerequisite for the more essential areas of reform which should comprise both a revision of the content of the curricula, and a further development of the methods of teaching. The Board urges that these matters be considered from a comprehensive point of view, with the aim of striking a balance between what is desirable pedagogically, and what is possible in practice. Attention should be paid to the endeavours which are being made to harmonise education in the five Scandinavian countries, and to Danish traditions in the field of education.

The Board's Memorandum gives a brief account of the development of the folkeskole and outlines the future organisation of the basic school in the following terms :

- It should be a 9-year school organised on comprehensive principles with unstreamed classes, followed by a voluntary 10th year. The 10th year should be closely linked to the main school programme so that the folkeskole may function as an organic entity for those pupils who continue their schooling by taking advantage of the educational opportunities offered in this 10th year.
- Pre-school education should be developed to a greater extent than hitherto. It is recommended that pre-school classes be established in all schools

which enrol school beginners, and that these pre-school classes be administratively part of the basic school system.

- In the upper forms of the folkeskole, the curriculum should include a certain number of optional subjects to be organised with due regard to local interests and possibilities. In any event the optional subjects must be organised in such a way that the opportunities for any pupil to continue his education be kept completely open.
- A certain part of the curriculum for the upper forms might be organised on various performance levels. After having participated in the guidance programme of the school, the pupil should be free to choose at what level he wishes to pursue his study of a given subject.
- Supplementary educational activities should be organised within the folkeskole, particularly music and sports, in which the pupils may participate on a voluntary basis.

The Board recommends that the division of the curriculum according to subjects be continued but that at the same time co-ordination between the subjects be developed further.

As examples of new subjects which might be introduced into the curriculum, the Memorandum names the following : psychology, sociology, electronic data processing.

It is emphasised that difficulties may arise with regard to the further training of teachers if new educational activities are to be carried out in the school. Improved facilities for further training of teachers is an absolute prerequisite for the implementation of such educational reforms, the Board points out.

In the part of the Memorandum dealing with the aims and objectives of basic education, the Curriculum Board emphasises the following general issues :

- The fact that the development of society has a direct influence on the school environment should be taken into consideration.
- The process of further democratisation and decentralisation of decision-making in education which started in the sixties should be continued.
- The growing number of pupils staying on beyond the school leaving age has created a series of new problems which will become even more acute in the future. It will be one of the main tasks of the school to contribute to the development of norms of behaviour and values by stressing the importance of the interaction between individual and social considerations.

Finally, the Curriculum Board recommends that the following points be included in a new statement of aims and objectives of basic schooling :

- that every pupil be given the opportunity
  - . to acquire skills, knowledge and insight,
  - . to develop his independence, personality and social awareness,
  - . to test and evaluate his own potentialities and limitations;
- that the imaginative and creative powers of each pupil be stimulated as much as possible;
- that every pupil be given individual responsibility and the opportunity to influence common decisions at school;

- that each pupil's understanding of the ways of life and conditions of others be enhanced.

The Curriculum Board, in its Memorandum, does not make any recommendations concerning the time-table and subjects of the basic school, mainly because of the fact that the folkeskole is a municipal school with a considerable degree of independence. However, the fact that local education authorities may need guidance in drawing up model or alternative time-tables is fully taken into account.

37.018.8:37.014.3(489) Memorandum of the Curriculum Board; T.E.

DENMARK : REGULATIONS FOR SEX EDUCATION

Following a circular issued in July 1970 by the Education Ministry, sex education became a compulsory subject, as from 1 August 1971, in all primary schools. This is not the first time that sex education has been offered as a subject in Danish schools. Courses have been organised for many years, but parental permission was needed for a child to participate in such instruction. According to the new circular parental permission is no longer necessary.

Sex education will not be presented as a separate subject by itself, but will be integrated with the traditional subjects, such as Danish, biology, religious instruction, history, social and family studies, and geography. This should be so, the circular states, because sexuality should not be seen as an isolated and specific phenomenon. If a school so decides, however, it can arrange for sex education to be given as a separate course, but only from the sixth to the ninth school year, i.e. for the 13-16 age group.

The circular does not lay down any cut-and-dried rules on how and when the topic of sex education should be tackled. Teachers are left free to deal with it when they find the moment and the class atmosphere to be the most suitable.

One of the primary aims of the new sex education is to develop proper understanding of the relationship between sex life, affection and marriage. It will equally be expected to help individual boys and girls to make up their minds which standards in sex matters harmonise best with their personality. With the younger children the possible starting point could often be a spontaneous question raised by a pupil. The ensuing discussion, the circular points out, should centre mainly round the family unit.

In the middle forms it is urged that interest ought to be focused on such matters as sex organs, puberty, hormones, heredity, sexual urge, conception, pregnancy, sexual abnormalities and pornography. The circular states that no guidance should be given about techniques of sexual intercourse.

For pupils in the 15-17 age range who stay on at school voluntarily the emphasis should be on the ethical and social side of sex life, premarital and marital problems, affection, fidelity and divorce. The circular also lays down that teachers should never use photographic material displaying erotic situations.

How the new system will work in the classroom is difficult to predict. Everyone realises that there are many practical difficulties ahead. The circular sets out necessary guidelines, but it will take time, perhaps several years, to live up to them.

One of the major difficulties in carrying out this programme of instruction will be the lack of a sufficient number of well qualified teachers. The Minister of Education has therefore instructed the Danish School for Educational Studies to organise a number of short courses for teachers who lack the ncessary qualifications for their new task.

613.88(489) Circular; T.E.

FRANCE : UN MALAISE DES ENSEIGNANTS ?

La société, pour se débloquer, doit-elle "avoir la peau" des témoins de ses structures traditionnelles en dépit de leurs efforts de participation à l'évolution en cours ?

Telle pourrait être la question qui, du général au particulier, se pose pour les enseignants du second degré. Leur grève récente, en perturbant la rentrée des classes, a braqué sur eux les feux de l'actualité. L'ampleur et la durée peu communes de leur mouvement a traduit au-delà des revendications matérielles leur désarroi grandissant. Les témoignages, les exemples affluent. Le Premier Ministre lui-même, évoquant les modifications profondes de la fonction enseignante, demande l'examen des vrais problèmes.

De quoi s'agit-il ?

L'enseignant est fatigué; certains n'en peuvent plus. Les conditions matérielles sont difficiles : classes pléthoriques, locaux souvent insuffisants. La remise en question du système éducatif sécrète le manque d'assurance et, au bout du compte, la lassitude. Son magistère, tel qu'on le lui a appris, est profondément troublé par le dur et parfois épuisant contact quotidien avec des enfants fortement influencés par les conditions de vie et les déséquilibres de leur société et de leur époque.

Cet enseignant vit aussi dans une incertitude pédagogique croissante : que faut-il enseigner en réalité ? Comment endiguer la désaffection des élèves pour certaines matières prétendues non productives ? Comment s'adapter à l'accélération de la production et de la diffusion des connaissances nouvelles qui entraînent un débat spontané sur la nature et le contenu de l'enseignement ?

Face à une hiérarchie impersonnelle ou difficilement accessible, cet enseignant se sent souvent seul, isolé dans sa spécialité, sa classe, ses problèmes de relations de maître à élève, de collègue à collègue.

Bref, si tout change dans notre société, les notions usuelles recouvrent aussi de moins en moins les mêmes réalités. Aux structures traditionnelles sont substitués des systèmes complexes suscitant un ensemble d'attitudes hétérogènes créant l'insécurité. Le maître n'est plus le maître. Le professeur est devenu un cobaye pour tout le monde. Le prestige dont était paré l'enseignant n'est plus accordé qu'aux grands patrons; avec tous les autres, il rejoint dans l'esprit du public le statut des professions médiocres.

Et pourtant, aucun d'eux ne voudrait infirmer les propos du Premier Ministre sur "tous ceux qui ont la noble mission d'éduquer notre jeunesse". Mais voilà : Ces enseignants éprouvent de plus en plus le sentiment douloureux d'être les victimes d'une société qui leur assigne des tâches disproportionnées en leur limitant les moyens moraux et matériels de les assumer.

Quels que soient les mots qui servent à traduire leurs préoccupations, les enseignants se sentent les mal aimés de la société. Hier ils étaient des privilégiés, sont-ils aujourd'hui des parias ? Comment peut-on dès lors exiger aussi de leur part qu'ils aillent à l'assaut d'un état de fait qui prend ses racines dans les profondeurs de la conscience collective ? Il faut avoir le moral pour combattre !

"Etre prof", pourquoi faire ? Tel est en vérité, après le malaise des étudiants, le problème qui se pose aujourd'hui. Attaquer de front le problème, telle est l'intention de M. Olivier GUICHARD, Ministre de l'Education nationale. Annonçant la convocation d'une commission de sages, il leur demandera d'enquêter et de consulter pour définir la fonction enseignante du second degré et les conditions d'exercice de la profession.

371.15(44) Le Monde, septembre-octobre 1971; J.M.C.

FRANCE : LA RENTREE ET LE BUDGET

Le budget de l'Education nationale pour 1972 reste le plus important de tous. Dans le projet qui sera soumis au Parlement, il représente, avec 32.552,7 millions de francs, 17,79 % du budget de l'Etat, soit légèrement moins que l'an passé (17,87 %).

La croissance des crédits affectés à l'Education nationale sera cependant légèrement inférieure, en 1972, à celle du budget de l'Etat : 9,5 % contre 9,7 %. Elle est nettement moindre que celle du précédent budget, qui représentait une augmentation de 13,9 % par rapport à 1970. Ainsi se confirme le ralentissement dans l'accroissement des dépenses d'Education nationale, déjà observé l'an dernier. Après une progression importante, de 13 % du budget national, en 1962, il est passé à plus de 17 % dès 1965 et de 2,67 % de la production intérieure brute en 1962 à 3,67 % en 1972, il semble avoir atteint un palier.

Les choix opérés répondent aux objectifs généraux du VIe plan en matière d'éducation. Ainsi la priorité est-elle donnée à l'enseignement technique, alors que la croissance de l'enseignement supérieur est nettement ralentie. On retrouve dans le budget de l'Education nationale un taux de croissance important des crédits d'équipements.

Le ralentissement de la progression des dépenses d'éducation correspond au tassement de la croissance des effectifs scolaires. La dernière poussée due à la prolongation de la scolarité obligatoire de quatorze à seize ans est maintenant absorbée par le budget. En analysant la situation dans chaque secteur, on constate :

Education pré-scolaire : Les effectifs ont augmenté de 4,2 %, ce qui correspond essentiellement à l'accroissement du taux de scolarisation des enfants de deux à cinq ans.

Enseignement primaire : La faible variation des effectifs d'élèves scolarisés au niveau de l'enseignement primaire se confirme cette année. On enregistre même une légère diminution du nombre des élèves.

Enseignement secondaire : C'est comme l'an dernier le secteur qui accuse l'accroissement des effectifs le plus important. Il est à noter que l'effectif du second cycle s'accroît davantage dans l'enseignement technique que dans l'enseignement général.

Enseignement supérieur : Etant donné l'imprécision des statistiques, due à l'absence d'un fichier nominatif d'étudiants sur ordinateur, il est impossible d'évaluer le nombre exact des étudiants inscrits. On peut considérer cependant que les effectifs se situent aux alentours de 600.000; les chiffres varient entre 560.000, nombre des étudiants inscrits sur les listes électorales des universités, et 650.000, nombre des étudiants recencés par le service des statistiques de l'Education nationale.

D'une façon générale, la pression est encore forte dans le second degré et dans les écoles maternelles, mais elle est faible dans l'enseignement supérieur et nulle à l'école primaire.

37.014.543(44)

Le Monde, 24-IX-1971, 27-X-1971;
L'Education, 16-IX-1971; J.J.

FRANCE : L'ENSEIGNEMENT DES LANGUES VIVANTES DANS LES ECOLES MATERNELLES ET PRIMAIRES

Des études récentes insistent sur l'intérêt de donner le plus tôt possible aux enfants la possibilité d'acquérir les langues étrangères. En France, l'initiation précoce aux langues étrangères a été tentée pour la première fois, il y a environ douze ans, dans des écoles maternelles de Nancy pour la langue allemande, et de Paris (boulevard Murat) pour l'anglais. A partir de 1965, l'expérience s'est étendue et organisée, pour atteindre maintenant, dans toutes les académies, une importance non négligeable.

"Cette initiation est confiée à des jardinières d'enfants allemandes, anglaises ou d'une autre nationalité, qui proposent aux enfants, dans leur langue, les activités classiques de l'école maternelle, de la façon la plus naturelle qui soit, sans aucune traduction et sans effort d'explication systématique. Ce contact est d'environ deux heures par jour, à l'école maternelle (un tiers de l'horaire scolaire)".

A l'issue du cycle maternel, il importe de prévoir une continuation à l'école primaire. En effet, si les enfants apprennent très vite une langue, ils risquent de l'oublier aussi rapidement, si les acquisitions ne sont pas consolidées. C'est pourquoi un certain nombre d'écoles primaires prennent la suite des écoles maternelles bilingues, pour fournir, dans le cadre des exercices mêmes du cycle élémentaire, un enseignement de langue étrangère, dispensé de façon à ne pas gêner l'étude de la langue française.

Une enquête statistique effectuée par le Service central des statistiques a donné les principaux résultats suivants, se rapportant à l'année scolaire 1970-1971.

188 écoles maternelles donnent un enseignement des langues. Ce nombre représente, par rapport à l'ensemble des écoles maternelles publiques, environ 2 % des établissements. Dans 11 académies, la proportion dépasse cette moyenne et atteint même 5 % et au-delà, à Aix, Bordeaux et Rennes.

Les écoles primaires qui prolongent cette initiation par un enseignement qui s'étage tout au long des classes élémentaires, du cours préparatoire au cours moyen 2ème année, sont au nombre de 457, effectif qui ne représente que 0,8 % du total des écoles primaires publiques (55.300 établissements en 1970-1971).

A dire vrai, il conviendrait de défalquer de cet ensemble les 18.000 écoles à classe unique, de sorte que la part des écoles où figure un enseignement des langues s'élève en réalité à 1,2 %.

Ces classes accueillent 22.346 élèves (dont 10.530 filles) dans le pré-scolaire, et 35.986 (dont 19.306 filles) dans le primaire.

Dans les classes maternelles et enfantines, 56,6 % des élèves apprennent l'anglais, et 38,7 % l'allemand. L'espagnol est pratiqué par moins de 10 % des élèves, à Lille et à Toulouse. L'italien dans une plus forte proportion, à Grenoble et à Nice. D'autre part, figure dans l'académie de Rennes, l'enseignement du breton, qui concerne plus de la moitié des élèves étudiant une langue.

Dans les classes primaires, l'effectif des élèves apprenant une langue étrangère représente à peu près 1 % de l'ensemble de la population scolaire de ces classes. Répartis dans les différents niveaux du cycle élémentaire, ils sont particulièrement nombreux au cours préparatoire, et au cours élémentaire 2ème année (près d'un quart des élèves, dans chacune de ces classes). Il est à noter qu'à l'inverse du pré-scolaire, les filles sont sensiblement plus nombreuses que les garçons : 19.000 sur 36.000, soit 53 %. Dans ces classes, l'anglais est suivi dans une plus forte proportion que dans les maternelles (75 % des élèves environ).

372.88:373.2/3(44) L'Education, 14-X-1971; J.J.

FEDERAL REPUBLIC OF GERMANY : INTERIM REPORT ON THE OVERALL EDUCATION PLAN AND BUDGET

On 18 October 1971, two years after the social-liberal coalition came to power, the report on the overall education plan and budget was released. It was elaborated by the Federation-Länder-Committee under the chairmanship of the Federal Minister of Education and Science, Professor H. LEUSSINK. The report is in the form of an interim report because it proved impossible to plan in sufficient detail the educational expenditure of the Federation and the Länder up to 1975, in particular as the question of how to divide the revenue between the Federal and Länder Governments is at present highly controversial. The report is addressed to the Chancellor and the Prime Ministers of the Länder who will instruct the Committee on how to continue its work and who are asked by it to ensure that due priority is given to education.

The education plan is a compromise which made it possible to reach agreement on a number of issues. However, dissent continues on important points.

Pre-school education and school entry age : Kindergarten will be expanded and education be provided for the 5-year-olds. The plan offers two alternatives for such education : a school adaptation stage for the 5-and 6-year-olds or pre-school education for the 3-, 4- and 5-year-olds.

Orientation stage : The first two grades of secondary education (5th and 6th school years) will form the orientation stage and have a uniform curriculum. A dissenting vote by the Christian Democratic Länder Governments states that the orientation stage may be attached to each of the three types of school in the present tripartite system.

Secondary education stage I : Whereas the Federal Government and the Social Democratic Länder Governments advocate the integrated comprehensive school, the dissenting Christian Democratic Länder insist on postponing the decision until the experimental comprehensive school programme has been carried out and evaluated. The Committee, however, agreed that all new secondary school buildings should be planned as school centres to be used eventually also as comprehensive schools. The plan aims at introducing a 10th compulsory school year which all pupils may conclude with an intermediary leaving certificate.

Secondary education stage II : The Committee agreed that the reform should aim at co-ordination of general and technical curricula and at co-operation of general and technical schools. The demand for integration was withdrawn.

Teacher training : The Committee could not overcome the problems raised by the opposing policies of comprehensive teacher training based on the concept of the "stage-teacher" and of traditional teacher training (cf. News-Letter 6/70).

Comprehensive university : The Committee agreed that post-secondary education institutions should closely co-operate and that the reform should aim at creating comprehensive universities of either the integrated or the co-operative type. Co-ordination of and permeability between study courses will be ensured and study facilities will be expanded. The Committee expressly states that for the time being the question should be left open whether the secondary leaving certificate which gives access to all institutions of higher education should, in future, be diversified and specialised, or whether entrance examinations should be introduced.

Recurrent education will be promoted and will be recognised as part of the education system.

The Committee's report finally states that the Committee has set up a working party to submit proposals on the priorities of reform measures to be carried out in the years 1972 to 1975.

The Education Minister of Rhineland-Palatinate, Dr. B. VOGEL, who is a member of the Christian Democratic Party was elected new chairman of the Committee. The Federal Minister, Professor H. LEUSSINK, will serve as deputy chairman.

37.014.542(430.1) Informationen Bildung Wissenschaft, 21-X-1971; v.M.

FEDERAL REPUBLIC OF GERMANY : HIGHER EDUCATION BUILDING PROGRAMME

In July the first 'frame plan' for the expansion of higher education was published. It was elaborated by the planning committee of Federal and Länder officials, set up by the Federal Act on the expansion of higher education of 1 September 1969. The plan covers the period of 1972-1975 and provides for a building programme of 1,056 projects which will cost 13,945 million DM (May 1970 prices) and allow for an increase in student numbers from 457,845 (winter semester 1969/70) to 665,000 in 1975. It is expected that the Federation, which bears 50 per cent of the expenditure, and the Parliaments of the Länder will make the necessary provisions in their annual budgets.

As all institutions of higher education are under the authority of the Länder, the building projects were submitted to the Committee by the Länder. The

Science and Humanities Council (Wissenschaftsrat) gave an opinion on each project. The final assessment was made by the Committee. In deciding what building projects should be accepted for joint financing by the Länder and the Federation, the Committee met with considerable difficulties : lack of consensus on the future structure of post-secondary education, lack of data on the training and research capacity of the institutions concerned, uncertainty about the demand for graduates.

The building projects which the Committee accepted will make it possible to increase the number of students as follows :

	1969/70	1975	Increase (per cent)
Total number of students :	457,845	665,000	45.2
at universities and technical universities :	305,386	411,000	34.6
at colleges of education : (3-year course)	70,845	105,000	48.2
at colleges of engineering and economics (3-year course) :	71,539	138,000	92.9
at arts and sports colleges :	10,075	11,000	9.2

	1969/70	1975	Increase (per cent)
in humanities :	72,203	96,000	33.0
in mathematics and science :	65,039	100,000	53.8
in social sciences and economics :	42,583	54,500	28.0
in engineering :	37,773	54,000	43.0
in law :	34,164	43,000	25.8

It follows from this table that high priority was given to the expansion of the colleges for engineering and for economics as well as of the colleges of education which both provide three-year courses. As for subject fields, the highest increase will be in mathematics and science and in engineering.

The Committee's report urges that university building has to be further rationalised and industrialised to maintain reasonable cost limits. Standardised prefabricated elements should be used to a greater extent than hitherto and multi-purpose buildings should become the rule.

37.014:727.3(430.1) Wirtschaft und Wissenschaft, n° 4/1971; v.M.

FEDERAL REPUBLIC OF GERMANY : DRAFT AGREEMENT ON THE REFORM OF SENIOR GRAMMAR SCHOOL

The Conference of the Education Ministers of the Länder, at its July meeting, approved and published the draft of an agreement on the reorganisation of senior grammar school at secondary stage II (1). The draft is intended to serve as a basis for discussion with the representatives of grammar school and higher education institutions. It is expected that the final agreement may be concluded at the end of next year.

The draft agreement reflects the deliberations of the experts over a number of years and the results of various school experiments in the Länder. A survey on these experiments was published, also in July, by the Education Council ("Versuche in der gymnasialen Oberstufe", Westermann-Verlag, Braunschweig, p. 394).

Course system, compulsory and optional subjects

Whereas the upper part of grammar school has comprised so far Classes 11, 12 and 13, the period of attendance by pupils is, in future, to vary between two and four years. The introduction of the course system, which replaces the classes, is to take place during the 11th school year. The courses are determined by their theme but are still part of the subject pattern. They last six months and can be arranged as continuation courses.

Courses in the senior classes are to be differentiated according to the pupils' ability and attainment. Pupils shall normally attend 30 hours of lessons a week in compulsory and optional subjects in the ratio of about 2:1. A distinction shall be made between basic and advanced courses in both compulsory and optional subjects.

The compulsory subjects shall cover the following three main fields of study :

- language, literature and arts,
- social sciences,
- mathematics, natural sciences and sport.

Religious instruction shall be subject to the provisions of the Länder.

The optional subjects shall, as a rule, be chosen from sections of the three main fields of study. Optional subjects shall also provide an opportunity for application (e.g. the application of mathematics to data processing) and for acquiring vocational skills. In principle, optional subjects may be taken from any of the sciences, thus extending the range of subjects taught in schools.

Curriculum of grades 12 and 13

Every pupil has to select two advanced courses, of which one must be either in the foreign language field or in mathematics or in a science. The second advanced course can be chosen from the compulsory or optional fields.

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(1) "Entwurf einer Vereinbarung zur Neugestaltung der gymnasialen Oberstufe in der Sekundarstufe II", obtainable from the Secretariat of Ständige Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland, 53 Bonn, Nassestrasse 8.

Pupils in grades 12-13 shall attend about 20 hours a week of basic and advanced courses in each of the four semesters. These shall consist of :

- at least 6 hours in the language and literature branch,
- at least 4 hours in the social sciences branch,
- at least 6 hours in the mathematics and natural sciences branch,
- at least 2 hours in physical education.

Furthermore, each pupil shall attend optional subjects for about 10 hours a week.

During the four semesters in grades 12 and 13 each pupil will be required to attend the following half-year courses (basic or advanced) :

- 2 in German,
- 2 in the modern language chosen,
- 2 literature or art courses,
- 2 in mathematics,
- 4 in the natural sciences.

The leaving examination

The secondary leaving examination (Abitur) shall be taken in four subjects. There will be written examinations in the two advanced subjects and in a third subject to be chosen by the pupil from among the compulsory subjects. The fourth subject, again to be chosen by the pupil from among the compulsory subjects, will be examined orally. The three written examinations may be supplemented by oral examinations.

Upper secondary education shall be deemed satisfactorily completed, and its completion shall confer admission to higher education, where the candidate obtains one-third of the maximum possible number of points in all his advanced courses in grades 12-13, and in all his basic courses during that period as well as in the secondary leaving examination itself.

In contrast to the present range of marks from 1 (very good) to 6 (inadequate), a points system is to be introduced which, it is hoped, will allow for greater objectivity. A "very good" in a basic half-year course, for instance, equals 15 points whereas in an advanced course it equals 45 points.

Main elements

The draft agreement contains a number of technical alternatives which cannot be reported here. It aims at flexible solutions to take into account the various developments and tendencies in each of the Länder. Its main elements are :

- It retains the Abitur in its function as a university entrance examination, but it will allow for greater specificity and individualisation in reporting and assessing the attainment of each graduate.
- It emphasises the optional subjects, and correspondingly a college-like style of work, in an endeavour to meet individual interests and abilities and thereby to reawaken the motivation for study which the adolescent, bored by the traditional academic curriculum, so often lacks at present.
- It abolishes the grade system and replaces it by half-year courses at various levels : a first but important step towards modernising and integrating the grammar school.

37.014.3:373.54(430.1) Education in Germany, X-1971; Entwurf; v.M.

FEDERAL REPUBLIC OF GERMANY : EXPANSION OF TELEKOLLEG

The Bavarian Telekolleg which was the first institution of its kind to prove that the new multi-media approach can successfully be applied in education, will be expanded. An agreement between the Bavarian Radio and TV Station and the Bavarian Government signed in October, establishes the Telekolleg II. It will offer courses of the advanced technical schools (Fachoberschulen) and thereby give the opportunity to sit for the technical leaving certificate (Fachhochschulreife) which gives access to technical colleges at higher education level. Telekolleg I will continue as hitherto to present the courses of the intermediate technical and vocational school (Berufsaufbauschule), leading to the intermediate technical certificate.

The Bavarian Minister of Education, Professor H. MAIER, in commenting on the agreement, paid tribute to the achievements of Telekolleg I. Created in 1966, it soon spread to Baden-Württemberg, Rhineland-Palatinate and Saarland as well as to Austria and Switzerland whose stations took over the TV courses and the printed study material elaborated by the Bavarian Station. The education authorities organised the tuition days at the schools and the examinations. The Minister said that in Bavaria between 1969 and 1971 3,645 persons in gainful employment successfully completed the courses and acquired the intermediate technical certificate. Their average age was 24 years. Similar figures existed for the other provinces and countries. In this way it had been possible to offer vocational and technical education to a large sector of the adult population which by its family status and occupational situation had been prevented from attending school.

The Minister underlined that the new Telekolleg II would be willing to co-operate with non-Bavarian TV stations and education authorities. This was expressly stipulated by Article 4 of the agreement.

Finally the Minister stated that Telekolleg II would collaborate in a Bavarian emergency programme to train nursery school teachers as the demand for such teachers could not be fully satisfied by the existing colleges owing to limitation of intake.

371.68:377(430.1) Press notice, 21-X-1971; v.M.

ICELAND : UNIVERSITY STATUS FOR TEACHER TRAINING COLLEGE

Before the Icelandic Parliament adjourned prior to the general elections in June, it enacted as law a Bill presented by the then Minister of Education, Dr. G. GISLASON, giving university status to the Teacher Training College with the corresponding changes in its entrance requirements and its programme. The Bill was prepared by a committee appointed by the Minister in 1969 for the purpose of "revising the law concerning the Teacher Training College of Iceland and drafting a Bill for the reorganisation of teacher training".

The principal changes which the new Act entails may be summed up as follows :

- All teacher training will henceforth be provided on a university level, and for this purpose a University College of Education will be established.

- The requirements for admission to the College of Education will be the the matriculation examination (studentsprøf) or equivalent education of another type.
- The full training course in the new college will be of a minimum duration of three years, as opposed to two years formerly, and this will include practice teaching for a minimum period of 12 weeks, as compared to some 8 weeks hitherto.
- The degree of specialisation will increase, both as regards subjects and levels of instruction, i.e. the student teacher can choose to be trained for work in the pre-primary or primary school, as a teacher of a particular subject, or as a teacher of a combination of subjects. Thus the freedom of choice will be increased.
- The graduates from the University College of Education will have to complete a two-year period of guidance and on-the-job training before they can receive permanent teaching appointments.

In his speech to Parliament when presenting the new Bill, the then Minister of Education estimated that the annual expenditure of running the College of Education under the new regulations would increase by about 50 per cent.

According to the new law the rector of the University College of Education will be elected for a term of 4 years. There will be an elected board of administration and a college council to assist the rector in his duties as head of the college and as its chief administrator. The students will be represented on the board and the council. The permanent teaching staff of the new college will consist of professors, assistant professors and lecturers.

Finally, the Act provides that an educational research institute be established, which will be attached to the College.

377.8(491) Ministry of Education, Text of Act; T.E.

IRELAND : REPORT ON DRUG ABUSE

The report of a working party on drug abuse has recently been published. The working party, set up by the Minister of Health, was directed "to examine the extent of drug abuse in Ireland at present; to advise the Minister on the steps which might be taken to deal with the problem, including measures to discourage young persons from starting the use of drugs; to advise on the action to be taken to assist in the rehabilitation of persons who have acquired the drug habit".

In its report the working party considers that "information and advice in relation to drugs should be provided as a matter of urgency for those who come into regular contact with young people - parents, teachers, doctors, clergy, youth leaders and other persons engaged in voluntary social work. The aims of such an approach might be :

(i) to help those people towards a better understanding of the young;
(ii) to alleviate their anxieties relating to drug abuse, and indeed other activities of young people, to help to correct common

misconceptions and to attempt to ensure a balanced approach to the problem;

(iii) to provide them with sufficient factual information and a proper understanding so that they may know what to do or say to an individual who has taken drugs and to help them in talking to those who are concerned about the matter."

The working party considers that this approach could for a start take the form of seminars and courses for the classes of persons specified above. Ideally, various professional and other bodies, representative of such persons, should co-operate both by participating in and running these courses and seminars.

The working party notes that evidence from recent surveys on drug addiction suggests that direct communication to young people of information about drugs, even though aimed at alerting them to dangers, is likely to cause experimentation. "We do not think", the report continues, "that at this point in time there should be any 'crash' programme for schools or youth clubs or that there should be any general use of the mass media in an educational campaign."

The report states that the importance of personal and vocational guidance in schools should not be overlooked. Concern for the pupil's personal adjustment to life should go hand in hand with concern for scholastic attainment. Another pertinent consideration is that with the increase in numbers attending university and other centres of third level education there is a danger that the needs of the individual student may be ignored. Efforts should be made to provide more counselling services in these institutions.

"Education of young people should be viewed in a much wider context than that of learning at schools. There should be much greater and more varied provision for meeting the out-of-school needs of children. What we have in mind are the availability of trained youth leaders, encouragement of youth organisations, provision of playground facilities and opportunities for healthy leisure time activities.

"We feel, in particular, that there is a group of young people who for one reason or another tend to be 'missed out' by existing youth organisations, clubs, etc. The type of person we have in mind is the chronic delinquent and generally those who tend to 'opt out' of society. Some thought should be given to ways and means of giving special help to these groups, e.g. by providing youth clubs run on non-traditional lines."

663.99:053.7(417) Report of Working Party on Drug Abuse, The Stationery Office, Dublin, 1971; W.F.B.

ITALIE : L'EDUCATION NATIONALE ET LE NOUVEAU PLAN QUINQUENNAL

Le nouveau plan quinquennal (1971/1972 à 1975/1976) poursuit deux objectifs :

- le droit pour tous à des études complètes indépendamment des conditions économiques particulières,
- l'ouverture et l'adaptation des enseignants aux nouvelles réalités sociales.

Le Professeur G. GOZZER, chef du Bureau d'Etudes et de Programmation du Ministère de l'Education nationale, a tenu à préciser notamment que le plan se propose :

- d'atteindre la totalité des jeunes ayant l'âge de la scolarisation obligatoire;
- de les amener, dans le cadre normal des 8 années d'école, à l'obtention du diplôme de l'école moyenne (scuola media); il est prévu, à cet effet, de prolonger d'une année la scolarité obligatoire en fixant l'âge de la scolarisation primaire à 5 ans au lieu de 6 ans; il s'agit là d'un projet qui sera expérimenté au cours des 5 années à venir dans des classes pré-élémentaires;
- de réduire, dans des limites acceptables, les abandons prématurés de l'école obligatoire;
- d'atténuer, dans des limites raisonnables, le phénomène des redoublements.

Le problème, en fait, n'est pas de "promouvoir tout le monde", mais d'adapter le système scolaire aux jeunes des classes moins privilégiées, qui entrent toujours plus nombreux à l'école.

Il convient d'abord de donner une plus grande importance à l'école maternelle : actuellement, seule la moitié des enfants âgés de 3 à 5 ans peuvent la fréquenter. Elle ne doit plus être considérée uniquement comme un service d'assistance, mais aussi comme un service de formation, en particulier pour ce qui concerne la dernière année d'école maternelle, année de transition et de préparation à l'école primaire.

Il s'agit ensuite d'améliorer l'organisation de l'enseignement primaire. A ce sujet, la Chambre des députés a voté une loi dont les dispositions essentielles sont les suivantes :

- mise en place du 'poste horaire' (comme dans le secondaire),
- possibilité de travail à temps partiel et non-licenciement des enseignants,
- pour les enseignants chefs de famille : réduction du délai de passage d'un échelon à l'autre,
- pour chaque classe : effectif maximum de 25 élèves,
- lors de la création d'une nouvelle école primaire d'Etat : effectif minimum exigible de 10 élèves.

Il importe aussi de reconsidérer l'enseignement secondaire : sur ce point, la Commission pour la Réforme de l'enseignement secondaire étudie un projet de loi qui orienterait l'enseignement secondaire en fonction de deux critères : l'un, scientifique et humaniste, l'autre, technique et anthropologique.

Enfin, il y a lieu d'encourager l'adaptation du corps enseignant aux nouvelles réalités sociales, et son ouverture à des disciplines nouvelles : sociologie, psychologie, informatique.

Du point de vue financier, le plan prévoit une augmentation budgétaire annuelle de 300 milliards de lires pour l'Education nationale, ce qui signifie qu'en 1976, celle-ci disposera d'un budget de 3.800 milliards (2.300 milliards en 1971-1972), soit environ 35 % du budget national. Le plan se propose également d'utiliser tous les fonds alloués et d'éviter les gaspillages.

Actuellement, l'Education nationale dispose d'une réserve de 1.000 milliards de lires destinée à la construction scolaire par suite d'un rythme de réalisation trop lent; 20 % et même 30 % des sommes inscrites à de nombreux chapîtres du budget scolaire national n'ont pas été dépensées. Pour la période

1972-1980, un plan extraordinaire a été établi en matière de construction scolaire : un crédit de 100 milliards de lires a été alloué à l'aménagement et à la location des salles. 4.800.000 places nouvelles seront mises à la disposition des élèves.

37.014.542(45) Corriere della Sera, 24-IX-1971; 6-IX-1971; D.P.

NETHERLANDS : EXTENSION OF COMPULSORY EDUCATION

As from 1 August 1971, compulsory part-time education has been introduced alongside compulsory full-time eudcation (cf. for previous developments News-Letter 1/71).

Compulsory full-time education has been extended from eight to nine years and the school leaving age raised from 15 years to 16 years. This law covers all those who would have left school at the end of the 1970/71 academic year. In exceptional circumstances the extra full year can be replaced, with the agreement of the competent persons from the educational and medical fields, by a year of part-time study. These persons are nominated by the mayor of the town in which the pupil resides, or by his deputy concerned with public education.

Compulsory part-time education will be at first for one day per week for one year. Progressively this will be increased to one or several days per week, according to the age of the pupils, for a period of three years. As from 1 August 1971 all pupils leaving compulsory full-time education and below 16 years of age on 31 July 1971, will be required to undergo part-time education. As from 1 August 1972 compulsory part-time education will automatically follow compulsory full-time education, and will also apply to youths who are not in gainful employment and to girls engaged in domestic work. They will follow an educational programme for one day per week for a year.

The long-term aim is that compulsory education should extend to age 16 years and be followed by three years of compulsory part-time education.

37.014.1(492) Documentatieblad n° 6; Uitleg n° 251; A.A.

SUISSE : PROJET D'ECOLES GLOBALES

Il y a près de deux ans que le débat sur l'école globale (Gesamtschule - Comprehensive School) s'est ouvert en Suisse. La presse et des interventions de spécialistes ont contribué à exposer cette notion auprès des milieux compétents et de l'opinion publique en général.

Situation dans les différents cantons : L'école globale de Dulliken, dans le canton de Soleure, est la première expérience de ce genre tentée en Suisse. Elle sera élargie au printemps 1972 pour accueillir les élèves de toute une année.

Dans le canton de Zurich, cinq modèles ont été présentés dont l'un, le modèle Bülach, a été accepté par les autorités cantonales. Ce dernier englobe le deuxième cycle de l'enseignement primaire et l'enseignement secondaire court, mais ne s'applique pas au lycée.

Dans les cantons de Vaud et de Bâle-Campagne, deux expériences conformes au principe de l'école globale seront mises en route. Dans le premier, au début de 1972, dans le second en 1973.

Des commissions officielles ont proposé des projets d'école globale qui sont actuellement au stade de la discussion, notamment dans les cantons de Bâle-Ville, de Berne et des Grisons.

Dans le canton du Tessin, le Département de l'Instruction publique vient de publier un important rapport dans lequel sont exposés les projets de planification (création de centres scolaires régionaux), de réforme scolaire, ainsi qu'un projet de loi qui permettra la réalisation de ces objectifs. D'après ce rapport, la nouvelle "Scuola media" comprendra deux années d'observation (6e et 7e années) et deux années d'orientation (8e et 9e années). Le cycle d'observation est conforme aux principes de la Gesamtschule; le cycle d'orientation est partagé en deux divisions : la division A qui conduit aux études supérieures et la division B qui prépare à la vie professionnelle.

Une réforme du cycle d'orientation qui a été introduit en 1962 dans le canton de Genève, est prévue; elle s'inspire des idées de l'école globale.

Problèmes d'organisation : On peut constater que les principes fondamentaux de l'école globale ne sont plus remis en question : retarder autant que possible le moment de la sélection; assurer la perméabilité; instituer des cours à option et à niveaux pour tenir compte des aptitudes et des intérêts des élèves. Par contre, la détermination du point de départ et la durée de l'école globale se heurtent à des options divergentes.

S'il semble admis que l'école globale s'applique, en général, aux années correspondant à la fin de la scolarité primaire, la durée de cette dernière n'étant pas la même d'un canton à l'autre (variations de 4 à 6 ans), il importe de trouver un nouveau critère pour le début de l'école globale. Celui-ci pourrait correspondre au moment où sont institués les cours à niveaux. Dans les modèles suisses réalisés ou en discussion, de tels cours à niveaux commencent entre la 3e et la 7e année scolaire, les modèles genevois et tessinois, cependant, ne les pratiquent pas.

Quant à la durée de l'école globale, deux tendances se dessinent dans les modèles suisses. Dans le premier cas (type Dulliken), l'école globale s'étend jusqu'à la fin de la scolarité, c'est-à-dire qu'elle englobe aussi le deuxième cycle de l'enseignement secondaire. Dans le second cas (projet tessinois, cycle d'orientation de Genève, projet bâlois, etc.), les divisions verticales sont rétablies pendant les dernières années du secondaire.

Seul le premier type représente la véritable école globale. Cependant, un problème qui n'est pas résolu pour ce type est celui de l'articulation avec le lycée actuel et les écoles professionnelles. L'autre type est le résultat d'un compromis avec les systèmes scolaires existants, en raison surtout des exigences de l'ordonnance sur la reconnaissance des certificats de maturité.

Si les circonstances locales et les nécessités de recourir à des compromis pour tenir compte des structures existantes peuvent expliquer la variété des expériences envisagées, il n'en demeure pas moins que les impératifs économiques et politiques impliquent une collaboration étroite entre les cantons.

373.553(494) Educateur et Bulletin corporatif, 18-VI-1971; J.M.C.

SWEDEN : THE EDUCATION OF IMMIGRANTS

The first report (1) of the parliamentary committee on the adaptation of immigrants has just been published. It deals exclusively with the educational situation of immigrants. Further reports are to follow. The committee was set up in 1968 by the Government. Its task is to investigate the social and educational situation of immigrants and ethnic minorities in Sweden, and to make recommendations concerning measures that may be deemed necessary in this field, including proposals for new legislation.

At the beginning of 1970 the total population of Sweden was a little more than 8 million. Aliens numbered about 365,000 (4.6 per cent). Two thirds of these immigrants come from the Nordic countries, mainly from Finland (in 1970 there were 181,000 Finnish citizens in Sweden). The largest non-Nordic group was the Yugoslavs, who numbered about 28,000.Some 77,000 immigrants came to Sweden during 1970.

The five Nordic countries (Denmark, Finland, Iceland, Norway and Sweden) have a joint labour market, which means that citizens of these countries can, without any special formalities, take up residence and obtain employment in any of the five countries. Immigrants from other countries must obtain a work permit prior to entering Sweden.

In 1968 the Swedish Parliament passed a resolution on the principles to be followed in the education of children belonging to ethnic minorities, apart from the Lapps, who form the oldest ethnic minority in Sweden and for whom there already exists separate legislation. Immigrant children attending the 9-year comprehensive school can receive special instruction in Swedish during an introductory period. They can also receive instruction in their mother tongue for two hours a week as part of the regular comprehensive school programme.

Supplementary measures : The present report of the committee proposes supplementary measures for the education of immigrant children. It emphasises the importance of providing them, even at the pre-school age, with training both in Swedish and in their mother tongue. Bilingualism is also stressed for children of compulsory school age (7-16 years). It is proposed, furthermore, that adolescents of foreign origin in the 16-20 age range should be given the opportunity to receive supplementary vocational training and that special introductory courses should be organised for those young immigrants who come to Sweden with their parents, for example, and who wish to pursue upper secondary school studies.

The report points out that it is necessary to establish rules concerning the granting of financial aid by the state for supplementary instruction outside regular school hours to immigrant children of compulsory school age, in their mother tongue. The situation with regard to text-books and teaching aids must also be improved. Measures similar to those taken in respect of Finnish speaking children in Sweden should be adopted for some of the other language groups. Special training courses should be organised for teachers of the mother tongue as well as courses in paedogogical methods used in the teaching of immigrants.

Many of the young immigrants in the 16-20 age range, who have come to Sweden mainly in search of better employment, have followed the full course of the Swedish comprehensive school or some part of it. Special measures are needed for their education. Those who wish to attend the Swedish upper secondary school

(1) INVANDRARUTREDNINGEN 1, Invandrarnas utbildningssituation (The Educational Situation of Immigrants), SOU 1971:51, Stockholm

should have access to special preparatory courses. For young immigrants who come to find employment, but who for various reasons experience difficulties of adjustment or in finding an occupation, vocational courses with instruction in the Swedish language should be organised. All adolescents of foreign origin should be given the same chances as those of Swedish birth to acquire an upper secondary school education.

Adult immigrants : Those adult immigrants who have a limited educational background should be provided with opportunities to gain fundamental knowledge of Swedish and civics. They should have a chance to complete their previous education and they should be encouraged to participate in the general adult education programmes. Those immigrants who have had very little previous schooling should be required to participate in special educational courses suited to their needs.

At present, adult immigrants can receive Swedish language teaching free of charge through the voluntary educational associations. This teaching is now being conducted on an experimental basis. In the financial year 1969/70 an amount of 40 million Swedish kronor ($8 million) was allocated from public funds for such purposes. The majority of the immigrants attending these courses do so in their own spare time. The number of participants is relatively high, but many do not complete their courses.

Within the labour market programme of retraining for a new vocation some immigrants can follow a two-month paid intensive course designed to improve their knowledge of the Swedish language. In the financial year 1969/70 such Swedish language courses were attended by 6,400 immigrants.

The need for Swedish language training has lately met with growing attention from the labour market organisations. The Employers' Federation and the Confederation of Trade Unions concluded an agreement in 1970 whereby private companies employing immigrant workers are encouraged to pay wages for 60 hours of Swedish language instruction, 20 of which should be working hours. In this agreement it is recommended that the State pay a bonus to immigrants who complete 200 hours of such instruction.

Course of basic instruction : The parliamentary committee proposes furthermore that all immigrants registered in Sweden should attend a basic course in the Swedish language, and in elementary civics. Such a course should cover a minimum of 240 hours. The aim should be to provide all immigrants with a minimum knowledge of Swedish so that they will not become isolated in society and exploited on the housing and labour markets. In making this proposal the committee has paid due regard to the Council of Europe Resolution of 26 June 1968 on language teaching to immigrant workers.

This basic course for immigrants should be organised within the framework of the general educational system and should be under the administration of the local authorities. Most of the cost of this scheme should, however, be borne by the State by means of grants paid to the local authorities. The central administrative authority in charge of this programme should be the National Board of Education.

The committee suggests that a special system of notification of the arrival of immigrants in a given area be set up to make it easier for local authorities to plan educational programmes, and to take other social measures for the benefit of immigrant workers. Such notification should be made through the population registration office, and the central aliens register of the National Immigration and Naturalisation Board via a central computer system.

The committee recommends that after 1 January 1973 immigrant workers should have a legal claim to a 240-hour basic course in Swedish without loss of wages. However, employers with less than five workers should be exempt from this obligation. The committee recommends, however, that they should join the scheme on a voluntary basis.

Immigrants who are not in employment, for example housewives, should be given a State grant of 700 Swedish kronor if they attend the basic course. The same grant should be offered to those immigrant workers who are angaged by employers with less than five workers, if these employers are unwilling to pay voluntarily for attendance in the basic course.

The total annual cost to the State and the local authorities of the basic course programme, as envisaged by the committee, is estimated at 75 million Swedish kronor ($15 million).

Measures should be taken, the report recommends, within the frame-work of the general adult education programme, to enable immigrants to improve their knowledge of the Swedish language beyond the level acquired through the basic elementary course. The folk high schools should organise courses which are specially geared to the needs of immigrants, and the educational associations should also offer, on a broad basis, study circles for immigrants, especially in the field of civics and work orientation. Specially prepared radio and television courses for immigrants should become a regular feature of their work in the field of education.

Education of illiterate immigrants : No data is available on the number of illiterate or semi-illiterate immigrants in Sweden, but it is estimated that they number several thousand. In its report the committee proposes that a special two-year educational course be organised for illiterate immigrants. A full allowance for cost-of-living expenses should be paid throughout the course. The State should undertake to pay the entire cost of this programme, which for the first year is estimated at 10 million Swedish kronor ($2 million).

376.684(485) Report of the Committee, SOU 1971:51; T.E.

UNITED KINGDOM : RESOLUTIONS ON EDUCATION ADOPTED BY THE PRINCIPAL POLITICAL PARTIES

The Conservative Party : Among the main features of the speech by Mrs. Margaret THATCHER, Secretary of State for Education and Science, to the Conservative Party conference (October 1971) were justification of her decision to spend much more on primary school building, successful defence of the proposed raising of the school leaving age and an appeal to Local Education Authorities to consider having smaller comprehensive schools. The conference passed the following motion : "That this conference congratulates the Secretary of State for Education and Science on redefining the priorities in education and believes that the full benefits from the educational system can be achieved only by first establishing a sound basis in primary education".

The Labour Party : The main composite resolution on education carried at the Labour Party conference called upon the next Labour Government "to introduce real equality of educational opportunity for all" through :

- Universal comprehensive education ensuring the abolition of selection, mandatory on all local authorities, with adequate budgeting to provide essential buildings, equipment and teaching staffs;
- Universal nursery education for all children;
- Particular attention to the needs of primary schools, including staff-pupil ratio;
- Welfare measures for all children, the introduction of compensatory education in all socially deprived areas;
- Equal facilities for all sectors of higher education by ensuring adequate financing from the national exchequer;
- Integration of direct grant and public schools into the national education system.

37.14.342(41-4) The Times Educational Supplement, 8-X-1971, 22-X-1971; W.F.B.

UNITED KINGDOM : THE EDUCATION OF IMMIGRANTS

A survey published by the Department of Education and Science (1) in July shows that the number of immigrant children in maintained primary and secondary schools in England and Wales rose from 183,776 in January 1967 (2.5 % of the school population) to 263,710 (3.3 %) in January 1970. It notes that immigrants have tended to concentrate in the conurbations where jobs and houses are to be found and where family and friends already live. In 1969, for example, immigrants were to be found in only 9,907 of 28,528 schools in England and Wales. In certain areas the immigrant school population was far in excess of the national average of 3.2 % (in some London boroughs the figure exceeded 25 %).

The survey says that the most urgent single challenge facing the schools is that of teaching English. Until immigrant children reach a fair level of competence in both the spoken and written language, they are unable to participate fully in ordinary lessons and profit from what school has to offer. It is essential that their real ability should not be masked by language deficiency while at or on leaving school.

The survey describes the variety of measures taken by authorities and schools, including special teaching arrangements, the establishment of 'withdrawal groups' and 'language centres' where immigrants are taught English, and the appointment of specialist advisers and additional teaching and ancillary staff. Withdrawal groups for part of the school day provide extra help to children who need it and are sometimes taken by specially appointed teachers, many of whom are trained in the teaching of English as a second language. Special classes are sometimes established in schools with larger numbers of immigrant pupils but the class size is usually below 20 pupils. Such classes can provide intensive English teaching with special books, equipment and apparatus. As the pupils acquire a growing command of English they join the rest of the school in normal classes for physical education, music, art and crafts, and, finally, when their English is satisfactory they are absorbed into normal classes for other subjects. Some local authorities provide language centres, which take several forms - a full-time centre in its own building with its own staff; a full-time centre which is part of a normal school but with separate accommodation or staff; or a part-time centre in its own building and with its own staff. The survey is critical of policies which allocate immigrant pupils to remedial

(1) The Education of Immigrants, Education Survey n° 13.

classes. It argues that 'a service devised to help English pupils backward in the basic subjects is not really relevant to the needs of the immigrant child with linguistic problems'.

The survey also contains a chapter on immigrants and special education. The number of immigrant pupils in most types of special schools is proportionnate to the number of native born, but the proportion of immigrants in schools for the educationally sub-normal is in some cases unsually large. The survey notes that doubts about the validity of assessments of the intellectual abilities of immigrant children have been growing. The chapter discusses the effects of prolonged cultural and social deprivation on learning and the growth of abilities, and the obstacles in the way of obtaining a valid assessment of the abilities of immigrant children.

The conclusion to be drawn from the survey is that although the acceptance in school life of immigrants does not necessarily lead to their acceptance in after-school life, what is done in the school is vitally important. The education service can help to promote the acceptance of immigrants as equal members of our society - by fully involving all pupils and students in the life of the school or college while at the same time permitting the expression of differences of attitudes, beliefs and customs, language and culture that are not only held in esteem by those who profess them but which may eventually enrich the main stream of our cultural and social tradition.

376.684(41-4) Survey of Current Affairs, vol. 1, n° 9, IX-1971; Department of Education and Science, Press Notice; W.F.B.

UNITED KINGDOM : REPORT OF THE EDUCATION COMMITTEE OF THE EDUCATIONAL INSTITUTE OF SCOTLAND ON TEACHER TRAINING

The ultimate aim in teacher training should be the establishment of a unitary system of higher education and training for all school teachers, primary as well as secondary, in which a degree course comprising at least four years of academic and professional study should be the minimum requirement for all teachers. This is a long-term goal of a report on teacher training by the Education Committee of the Educational Institute of Scotland which urges that the present system of training is seriously outmoded and proposes that it should be reformed into a three-tier pattern : (1) preparatory training before provisional registration; (2) probationary training before full registration; (3) in-service training at appropriate intervals. This three-tier concept of the training process, the Institute insists, "must form the cornerstone of any reformed system of teacher training".

In order to bring schools and colleges of education into a much closer partnership three new appointments are recommended :

- An assistant or perhaps deputy head teacher should be made responsible for co-ordinating teacher training in secondary schools and ensuring that sound teaching practice and principles are being followed by students in training and also by probationer teachers.
- Each secondary school department and each primary school should have a teacher responsible for training in that department or school. In primary schools this responsibility could be shared between the infants mistress and the deputy head teacher or perhaps senior assistant.

- Additional members of college staffs should be appointed on a field basis as visiting tutors who would be largely free of college lecturing duties, would be strategically distributed to give effective cover to the whole country and would be responsible for co-ordinating and supervising the practical training of both students and probationers.

The Committee states that "properly used, the period of probationary service could be the most significant part of the whole training process. The point at which the novice leaves college and enters teaching service should not mark the end of his training but simply the end of the first phase of it and the beginning of a second phase. This second, probationary phase should be a period of supervised teaching in which the practical training is continued at a higher intensity. Thus, without making any drastic changes in the existing machinery, but simply by refining and extending existing provisions and making use of resources already available in the schools for training purposes, the whole system could be transformed and the quality of the training immeasurably improved."

The report is critical of the diversity of the four existing Bachelor of Education (BEd) courses in Scotland, concluding that "the form and content of the various BEd degree courses differ much more widely than is desirable and that if they are to be accepted as truly comparable in standard they must conform to a more uniform pattern. We recognise that this recommendation raises delicate issues affecting the academic freedom both of the colleges and of the universities but we hope that they will recognise that they have a common interest in establishing a more uniform BEd degree structure before this new teaching qualification develops much further". The report predicts that, in the normal course of events, the natural aspirations of the colleges of education must lead logically to the eventual achievement of full university status and that this may come about in one or other of two ways : either the colleges may be merged with the universities and become university schools of education, or they may become independent degree-granting institutions in their own right.

The report maintains that "whatever justification there may have been in the past for a system of teacher training which differentiated fundamentally between teachers of younger and older children, such a system has no validity today. Profound changes have taken place in primary education in recent years no less than in secondary, and, although the task of the primary teacher is different in form from that of the secondary school subject specialist or sub-specialist, it is no less exacting, deserves the same status and demands equal training."

"The Scottish colleges of education have long had fairly close links with our universities, and, since the publication of the Robbins report and the innovation of the BEd degree, these links have become still closer. It needs only one last effort to bring about a unified structure of higher education for teachers in which their academic and professional training could be integrated and assimilated to a common standard, and that the highest feasible. The Institute firmly believes that a degree course or the equivalent, comprising at least four years of academic and professional study, should be the minimum requirement for all teachers in the future."

377.8(411) The Scottish Educational Journal, 24-IX-1971; W.F.B.